A Study of Reaction of School Leaders, Teachers and peers towards Inclusion of Children with Special Needs in Secondary Schools

SHORT SYNOPSIS

Submitted in partial fulfillment of the requirement of the degree of

DOCTOR OF PHILOSOPHY

to

Manav Rachna University

by

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MANAV RACHNA
MANAV RACHNA UNIVERSITY
(FORMERLY MANAV RACHNA COLLEGE OF ENGINEERING)
NAAC ACCREDITED 'A' GRADE INSTITUTION
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DECLARATION BY THE SCHOLAR

I hereby declare that the short synopsis "A Study of Reaction of School Leaders, Teachers and peers towards Inclusion of Children with Special Needs in Secondary Schools" being submitted in partial fulfillment of the requirement for the degree of Doctor of Philosophy in department of Education and Humanities under Faculty of Education and Humanities of Manav Rachna University, Faridabad during the academic year 2020-21.

It is a bona-fide record of original work carried out under the supervision of Dr Babita Parashar has not been submitted in full or part to any other university or institute for degree or diploma. Further, it is certified that short synopsis is within the plagiarism limit and copy of the same is attached as per University norms.

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"A Study of Reaction of School Leaders, Teachers and Peers towards Inclusion of Children with Special Needs in Secondary Schools"

A Research Proposal

Submitted to the Faculty of Education & Humanities

Manav Rachna University

In Partial Fulfillment of the requirements for the Degree of Ph.D. in Education

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Proposed Title: A Study of Reaction of School Leaders, Teachers and Peers towards Inclusion of Children with Special Needs in Secondary Schools

Abstract: The world has seen a drastic change in the education system in the past three decades. Education of differently able students started from segregation to integration and finally inclusion. According to the United Nations Educational Scientific and Cultural Organization report (UNESCO, 2019), 27 per cent of children with special needs (CWSN) aged between 5 to 19 years never attended any educational institution and around 12 per cent dropped out of schools. In the backdrop of UNESCO data, National Education Policy 2020 recommends every school to be an inclusive school; which has been applauded as breakthrough policy. But, for any policy to be successful the responsibility lies on the stakeholders. As, inclusion is similar to mainstream education after removing all barriers like a physical barrier, attitudinal barriers, etc, at bringing all children together irrespective of their physical and mental abilities in school. The present study aims to explore the reaction of school leaders, teachers and peers towards inclusion of children with special needs in secondary schools. For any school to be truly inclusive in spirit and action; school leaders, teachers and peers play a pivotal role and thus they constitute the population of the study. Purposive sampling will be followed to select sample of schools with children with special needs. Researcher made tools and standardized tools shall be used for data collection. Data will be analyzed quantitatively as well as qualitatively. The outcomes of the study are anticipated to be a great learning towards the success of inclusion as a practice.

Key words: Inclusive Education, Children with Special Needs (CWSN), Secondary Schools, National Education Policy, RPwD Act, Inclusion.

INTRODUCTION: The world has seen a drastic change in the education system in the past three decades. Education of differently able students starts from segregation to integration and finally inclusion. Inclusive education is not new for western countries but in India, it starts with Sarva Shiksha Abhiyan (SSA) in 2001. Integrated education in India starts with Integrated Education for Disabled Children (IEDC) in 1974. IEDC was centrally sponsored scheme. The purpose behind the scheme was to strengthen CWSN so that they could compete with their non-special need peers at all levels. The main focus was on retention and integration of CWSN in mainstream schools. But, due to lack of coordination among departments, lack of skilled human resources and awareness towards disabilities and non-availability of assistive devices, the program met a little success. A major change in the area of rehabilitation and education came with the formation of Rehabilitation Council of India (RCI) in 1992. The reason behind the foundation of this organization is to develop, standardize and manage training programs at different levels in the field of disability rehabilitation and education. Persons with Disability Act (PWD, Act) 1995 provided Equal Opportunity, Protection of Right and Full Participation to persons with disabilities. According to the Act, it is responsibility of government to provide free education till 18 years of age in an appropriate environment.

This Act also helped in creating mass awareness regarding disability rehabilitation and education. Once in a year 'at risk' children can use screening facility provided by educational institutions for the purpose of early identification and intervention of disability. Provision of modification of examination system and removal of architectural barriers for the benefit of differently able children was a milestone in the field of disability rehabilitation and education. Later, SSA, 2001 introduced Inclusion in place of Integration. Under the provision of the Right to Education Act (2009), all children (including CWSN) of India have the right to get free and compulsory education from 6 to 14 years of age. Rights of Persons with Disabilities Act, (RPWD) 2016 focuses on equality for all disable and without discrimination in their community, life protection, safety, right of voting in the barrier-free environment, etc. Education will be provided to all disabled children, women and adult free of cost up to 18 years within an inclusive environment, with all required learning materials, assistive aids and devices and specially trained professionals. Educationists differ in their opinion on integrated and inclusive education. But, the majority of educationists accept that inclusion is the best way to provide education of differently able children.

Inclusive education means “All for children for all children” (Ahuja. A. 2007, Education for All-Existing Realities and Challenges in Asia). Inclusion is similar to mainstream education after removing all barriers like a physical barrier, attitudinal barriers, etc. at bringing all children together irrespective of their physical and mental abilities in school. Inclusive education implies that all students, including students with special need, learn together in mainstream neighborhood schools. In inclusive education system school uses its all resources to fulfill the learning need of all learners including children with special needs (CWSN).Under the provision of inclusive education free education will be provided to neighborhood government schools at least restrictive environment with all supportive materials relevant for not only students but also teachers. The objective of inclusion is to prepare students to take part as full and contributing individuals from society. The most significant motive of behind inclusion is that it permits differently able students to go to their closest schools, much the same as all other students.

Last two decades, inclusion or mainstreaming has the major topic of discussion among educationist (Avramidis et al, 2000) and most of the researches in the field of education revolve around it ((Jobe & Rust, 1996). Inclusive education promotes interaction among students and develops social and communication skills not only children with disabilities but also non-disabilities. It improves attitude, skills and dynamic involvement in the school community (Grenot-Scheyer et al, 1996). Children with special needs confronted with comparatively more capable students in inclusive schools and this stimulate their capacity to compete with higher models of academic behavior (Elkins, 1998). This model cannot be a success without proper training of teachers, personnel and administrative support, and lack of involvement of allied professionals (Lewis & Doorlag, 2003; Peterson & Hittie, 2003; Salend, 2001, 2005). By and large educators play very crucial role in the execution of inclusive education system and it would be better to assess the reaction of only educators if we want to find out the success of this program. Positive reactions of educators indicate better implementation of inclusive education and vice-versa (Rose and Cole, 2002). To be sure, educators' perspectives have been found to impact the procedure and the result of inclusion by and large (Avramidis et al, 2000).

Lack of awareness or understanding about the concept of disability, apathy to do something new, lack of teachers respect to accept diversity, negative attitudes towards differently able children and apathy to change. These are the major barriers to succeed inclusive education in Delhi.

1. NEED AND SIGNIFICANCE OF THE STUDY

Most of the countries in the world have accepted the inclusive education approach in the policy and practice level. Teacher's role is very important for the successful and effective execution of inclusive education. The teacher should prepare and accept this chance of being relevant to the current education system. Teachers thinking, conviction and attitude influence on their teaching ability and achievement of students.

On numerous occasions, the Indian constitution has passed legislation, which ensures the schooling of the special need children with that of the non-special needs students. According to the United Nations Educational Scientific and Cultural Organization report (UNESCO, 2019), 27 per cent of children with special needs aged between 5 to 19 years never attended any educational institution and around 12 per cent dropped out of schools. Notwithstanding, after two decades of implementation of inclusive education in India very little has been done. There is a huge difference between policy and practice of inclusive education and this gap should be filled. The investigator working as a T.G.T. Special Education Teacher in Secondary School in Delhi experienced that there is negligence in the admission process of children with special needs (CWSN). Administrator and Teachers always experience children with special needs (CWSN) an extra responsibility to them. They think that Special Education Teacher has whole and sole responsibility to conduct curricular and co-curricular activities for children with special needs (CWSN). It seems that our schools, administrator, teachers and other professionals are still not ready for making our educational system inclusive. In the inclusive education system, teachers' perceptions of inclusive policies play a very important role and significantly impact the inclusion of differently able children (Avramidis & Norwich, 2002:130). Moreover, the teachers' interactions towards the inclusion of CWSN directly impact student-teacher interactions and their learning experiences (Cook, 2001: 204; Reynolds, 2001: 466). This study is relevant to find out the present status of the reaction of School Leaders, Teachers and peers towards the inclusion of children with special needs in Secondary School in Delhi.

There are so many studies that are conducted in Delhi to find out the reaction of School Leaders and teachers towards the inclusion of differently able children in Primary Education. Majority of the literature reviews indicate that School Leaders and Teachers have not positive attitude towards the inclusion of differently able students. There are no single studies conducted in Delhi to find out the

reaction of School Leaders, Teachers and Peers towards the inclusion of CWSN in Secondary School. There is a research gap, and this study will fulfil this gap.

3. STATEMENT OF PROBLEM

In context with the above justification, the present study can be stated as ***"A study of reaction of school leaders, teachers and peers towards inclusion of children with special needs in Secondary Schools.***

4. OPERATIONAL DEFINITION

1) **CWSN:-** The term children with special needs refer to all those children having a minimum 40% disability (RPWD Act-2016) certified by the Govt. hospital by a competent medical board.

2) **Inclusion: -** Inclusion refers to a model wherein all students, irrespective of their abilities or disabilities have the right to be respected and appreciated as valuable members of their communities.

3) **Peers: -** Children studying with CWSN in same classroom equal to another in abilities, age, background and social status.

4) **Secondary School**:- An educational institution located in Delhi providing education from class VIII to X.

5) **Reaction:** - Thought process of the mind in response to a situation or event. It may be positive, negative or neutral.

6) **School Leader**: - An administrator working in Secondary School as a Principal or Vice-Principal located in Delhi.

7) **Teacher:** - A person helps the student to acquire knowledge, competence or virtue in Secondary School located in Delhi.

5. REVIEW OF RELATED LITERATURE

Review of related literature can be broadly categorized in two categories:

(i) Research Conducted in India

(ii)Research Conducted Abroad

(I) Research Conducted in India

Sharma G. (1993) conducted a study on learning disabled (LD) and normal students studying in grade III , IV and V in urban and rural areas of the four districts of Rayalaseema, Andhra Pradesh. This study aimed to find out the dissimilarity in the personality attribute of the learning disabled and normal children. This intervention program also evaluated not only parents and teachers but also children with learning disabled and normal children. This study assessed the learning disabled children already mainstreamed into normal school and were getting inclusive education. Both the types of teacher normal and special were taught different types of curriculum and teaching strategy useful for inclusive education. Teachers were given free hand to choose any method and learning strategies. The total number of 318 students was taught in 15 classes. Eight mainstream teachers and five special teachers were involved in this study. Children with special needs (CWSN) including learning disabled, hearing impaired, mild intellectual disabilities, behavior disorders and students with low English learning skills were part of this study. Scores of the reading comprehension were analyzed before and after the program. Comparisons were done based on the category of the disability of the students, and types of the teacher. Almost all students performed equally. Due to lack of understanding, differently able children were unable to increase much in comprehension scores. Despite it, majority of the students performed better and increased their comprehension score after implementation of this program.

Vishwas, Seema (2009). Integrated Education for Disabled Children: A Report. The attitude of teachers and stakeholders towards CWSN play a very crucial role in the inclusion of these students in mainstream schools. Attitude is considered a major barrier for CWSN, and this

hampers them for coming to school. Without addressing this problem, it is difficult in bringing a significant number of CWSN to school. Therefore, it is necessary to create awareness on the need and significance of educating CWSN. In this respect, the IED program of the SSM has made a significant change. Although, due to inactive role played by DLRO and Special Educators, this program is observed to have little success. Despite, having additional manpower and institutional support, this program could not support to CWSN.

Major Findings: Teachers who were in experimental group had no idea about cooperative teaching. Later, they understood that cooperative teaching reduce their workload in and around the classroom. Because, the purpose behind the formation of peer group is to support children with special needs not only academic but also un-academic works. In this method of teaching, teachers get support from senior students and members of the society involved in the project. Parents experienced that their children involved more in the classroom and were learning better with their peers. Cooperative learning make learners more responsible for their learning.

Inamdar, Tabassum (2009) conducted a comparative study regarding awareness of teachers trainees towards inclusive education at different levels. In his study he found that:- Very less number of B.Ed. (only 35%) and D.Ed. (only 38%) had knowledge and awareness about inclusive education and implementation. Most of the trainees (around 80%) were unaware of teaching strategies and teaching methods used in inclusive education and for differently able students. Around 66% of lower-level trainees found confused to acknowledge how the influence of inclusive education can change the development of children with special needs (CWSN). Almost all (90%) trainees were agreed that differently able children have the right to get education in mainstream schools with appropriate aids and devices and with the least restrictive environment. Most of the trainees were accepted that successful execution of inclusive education can drastically change the lives of special need children.

Smitha, N. and Sujatha, A. (2010) investigated the reaction of teachers towards the inclusion of differently able children from Ernakulam district of Kerala. The variables for the study were gender and experience. This study found unfavorable reaction towards differently able children and for their inclusion. This study was proposed to perceive the efficacy of 52 pre-service

educators in an outdoor education program and their reaction towards differently able children. The population of the proposed study was a sixth-grade student. Before and after the three-day program, a survey was conducted. The subject felt more confidence regarding the inclusion of differently able children, their teaching and rehabilitation. Their reaction towards the inclusion of differently able children significantly changed after getting training. Teachers' reactions are the key to the success of inclusive education.

Balasundram A. (2011).Attitude, Role performance and Problems faced by Teachers Teaching Children with Special Needs in Inclusive Schools. The Periyar University, Salem.

This study was proposed:

To find out the reaction of educators towards inclusive schools and education of differently able students (VI, HI, MR and OH), role performance, problems faced in classroom, impact of gender, impact of teaching experience, special training taken, etc.

Methodology:- The present study follows a descriptive method. A normative Survey Method was followed. The descriptive method used both qualitative and quantitative analysis of the data collected. A multistage sampling technique was followed.

Sample Size- 620 teachers working in 400 urban and rural inclusive schools.

Major Findings:-

Gender of teachers significantly impacts their attitude in teaching inclusive schools. Male teachers were found more positive attitude to teaching differently able children in inclusive schools. Male teacher's role performances were found higher than female teachers in inclusive schools. Gender of teachers does not differ significantly in the problems faced by them in dealing with any category of the differently able student in inclusive schools. Teachers teaching experience do not significantly impact their attitude regarding; inclusive schools, education of the differently able students in inclusive schools and teaching in inclusive schools. Teachers, experience does not significantly impact their role performance to the type of differently able children.

Teachers, experience does not significantly impact the problems faced in dealing with VI, HI, MR and OH students in inclusive schools. Teachers' special training does not significantly impact their attitude towards education of differently able students in inclusive schools. Teacher's special training does not significantly impact their role performance regarding differently able students in inclusive schools. Teachers teaching students with visual impaired face more problems compared to those who have not taken special training. Special training does not found useful when teaching HI, MR & OH students in inclusive schools. Teachers dealing with HI, VI, MR and OH students differ significantly in the attitude towards inclusive schools. Teachers teaching OH students were found more positive attitudes than others. Teachers' attitude has no significant impact on the education of differently able student and its type in inclusive schools. Teachers attitude towards teaching in inclusive schools to differently able students do not differ significantly. Role performances of teachers in inclusive schools do not change drastically on the basis of type of differently able students. Problems faced by the teachers in inclusive schools do not change drastically on the basis of type of differently able students. There is a positive relationship between teachers based on differently able students and problems faced by them in inclusive schools. Significant associations were found between the locality of teachers and their attitude towards inclusive schools.

Belapurkar, Anita (2013). Inclusive Practices in Urban and Rural Schools in Pune- A Study. University of Pune. The first objective of this research was to study the infrastructural modifications for CWSN, Assistive aids and devices, Availability of human resources, Awareness, Acceptance and Reaction of Educators towards the inclusion of differently able children in urban and rural schools in Pune. The second purpose of the study was to evaluate the physical and other resources, teachers in urban and rural schools regarding the inclusion of differently able student. The third objective of this study was to find out the awareness level of teachers regarding the inclusion of differently able students in urban and rural schools in Pune.

Findings of the study: Neither or rural schools buildings found appropriate for meeting the requirement of CWSN and inclusive school. Aids and appliances/ assistive devices not found satisfactory both in the urban and rural school. Both the type of school has technologically not changed their infrastructure meeting the need for inclusion of differently able children. Teacher's

information regarding the inclusion of differently able children was found not satisfactory. Infrastructural facilities were found moderate in urban schools meanwhile not satisfactory in rural schools.

Choukekar, Ranjitha (2014). A Study regarding competency level of teachers in inclusive classroom. University of Pune, Pune. This study was proposed to find out the teachers ability essential for teaching in inclusive education classroom and to classify the proficiency regarding reaction, abilities and efficiency required for a teacher to effectively teach in an inclusive classroom.

Major Findings of the Study- The basic knowledge and understanding about identification and intervention of differently able students found very helpful for a teacher teaching in an inclusive classroom. All teachers teaching in the inclusive classroom, training must be provided to them related to need and requirement of special need children. This training would be beneficial in dealing with differently able children in the classroom and understanding them, too. An inclusive education teacher should have good knowledge about the sitting arrangement of children with special needs (CWSN). Eye to eye contact is crucial when teaching such children because they use a multisensory approach to understand any concept. Different teaching strategies and techniques may be useful for teaching and assessment of differently able children and an inclusive teacher should have this knowledge. An inclusive teacher should build rapport with differently able children for successful inclusion. They should have a positive reaction towards differently able children. An inclusive teacher should have good communication skill, critical thinking, excellent writing skill and have patience.

Jadhav, Priti (2014). Assessment of inclusive education educator's competencies through Tool. University of Pune, Pune. The purpose of this study was to find out the abilities of teachers working in inclusive schools, to develop an assessment tool for measuring abilities of educators teaching in an inclusive school and to examine the tool available in the market.

Major Findings:- Inclusive educators have enough knowledge and experience to handle differently able children in inclusive schools. They have enough knowledge to handle a wide range of students in the inclusive classroom. The developed tool was found effective in measuring the skills required for an inclusive teacher.

Parasher M. (2017). "*A Study of Measures Adopted by Schools for Implementing Inclusive and Special Education in Delhi NCR Region*."Banasthali Vidyapith Banasthali (Raj.)

This study was proposed:

1) To study the main factors required to implement inclusive and special education in senior secondary schools.
2) To find out the quality aspects for implementing inclusive and special education mentioned under main factors.
3) To find out the quality status of schools in respect of main factors in the present scenario as identified by normal students.
4) To find out the quality status of schools in respect of main factors in the present scenario as identified by special need students.
5) To find out the quality status of schools in respect of main factors in the present scenario as identified by staff.
6) To find out the quality status of schools in respect of main factors in the present scenario as identified by school administrators.
7) To find out differences in same class regarding availability of main factors between special need and non-special need students.
8) To find out the opinion of school staff and administrators towards quality status of schools regarding main factors.

A descriptive survey method was followed for the study.

The investigator was collected data from 440 samples including 300 students, 100 teachers and 40 administrators working in higher secondary schools in Delhi NCR region. The method applied for this research was descriptive survey method.

Significant findings of the Study:

The investigator was identified six major factors essential for successful implementation of inclusive education. These are governance, student development, group effort and coordination, knowledge assimilation, teacher's quality and orientation towards disability and accessible infrastructure.

Differently able students were not satisfied with governance and administrative aspects of school were not found satisfied regarding quality aspect of student's development of the schools.

Both, differently able students and normal students were found satisfied towards quality phase team effort and coordination. Regarding quality aspects of knowledge assimilation differently able children were found not satisfied. Regarding quality aspects of the teachers quality and orientation towards inclusive education differently able students were found not satisfied of the school.
Regarding, infrastructure and innovative resources of the school, both, children with special need and non-special need were found not satisfied. Teachers working in the schools were found satisfied concerning the governance of schools. Regarding student's development in the school teachers working in schools were found satisfied. Teachers working in the school were found satisfied concerning team effort and coordination of the schools. Teachers working in the school were found satisfied towards knowledge assimilation of the schools. Regarding the teacher's quality and orientation towards inclusive education of the schools teachers were found satisfied.

Teachers working in the schools were found not satisfied regarding infrastructure and innovative resources available in the school.
Regarding the governance of the school administrators working in the school were found satisfied. Administrators working in the school were found not satisfied concerning students development in the school. Regarding team effort and coordination of the school's administrators working in the school were found satisfied. School administrators working in the school, regarding knowledge assimilation in the schools were found satisfied. Administrators working in the schools were found satisfied regarding teachers quality and orientation towards inclusive education. In respect of infrastructure with resources available in the schools, administrators working in the school were found partially satisfied Children with special needs (CWSN) were found not satisfied regarding quality aspects of the teacher teaching in the schools. Meanwhile, Teachers and administrators working in the schools were found satisfied regarding teachers quality and orientation towards the implementation of inclusive education in schools.

(ii) STUDIES CONDUCTED ABROAD

Roos, P. (1975) conducted a study on parents and family of intellectual disabled children. Result of the study found that parents and family of the intellectual disabled children had lack of self-esteem. They were feeling shame for being parents/family member of intellectual disabled children. They were found in depression and defensiveness. They were ignoring to participate in any cultural/social program along with their intellectual disabled children.

Fuchs, D, Fuchs, L.S., Mathes, P.G. and Simmons, D.C. (1977) were conducted a study based on "Peer-assisted learning strategy". The sample for this study was collected from 120 students studying in class-II to VI from 40 classrooms. These classrooms were representing three different districts. This study was proposed to find out the efficacy of peer-assisted learning. There were three groups compared i.e. low-achiever with or without special needs and normal achiever children. Comprehensive Reading Assessment Battery (CRAB) was used to comparing their reading progress. Progress of students was measured pre and post-treatment. The sample was collected from 23 teachers and 112 students. Views of the teachers collected through a questionnaire regarding peer-assisted learning. Students satisfaction regarding peer-assisted learning was taken through the interview.

Major Findings: Children with Special Needs (CWSN) made remarkable success in peer-assisted learning in the classroom in all three reading measures. In the view of teachers, this strategy significantly changes their students reading ability and also improved social skills. Students of the experimental group also accepted that peer-assisted learning strategy made them able to better readers.

Meyers, C.E. and Blacher, (1987) in a study of the perception of parents of severely handicap children and their relationship between home and school. How much parents of severely handicap children satisfied from the schooling of their children and how much they are involved in teaching-learning progress? What are the facilities they are getting from school? An interview schedule was used to find out these areas. High involvements of parents were found with school administration. Parents were found very satisfied with the facilities provided by the school. Investigator found many factors responsible for parental involvement in the education of special need children like;

educational qualification of parents and their socio-economic status. Mother's education positively impacts the education of their children with special needs (CWSN) and involvement with teaching professionals.

Chorost (1988) carried out a study to see the comfort levels of teachers of the CWHI. The target of the study was to determine the time term after which educators feel convenient to educate CWHI. A study was done including the educators in the regular schools. The conclusion recommended that the majority of educators begin feeling great within one month after their experience with CWHI in the classroom. A few educators take as long as a quarter of a year to feel convenient although some accepted that they never feel convenient with CWHI in their classroom.

Kamps, D.M., Barbetta, P.M., Leonard, B.R. and Delquadri, J. (1994) were conducted a study regarding to improve reading skills through peer tutoring among students with and without autism". Student was allocated a tutoring partner and each they were assigned some work. The students were categorized in different groups according to their category. Three male students with autism studying in elementary schools located in sub-urban areas were also part of the study. Findings of the study show that children with autism and their non-special need peers academic achievements significantly increased. Majority of the students benefitted from classroom wide peer tutoring. Teachers of the study strongly recommended that this strategy is very easy to implement and effective in increasing students fluency and understanding of questions.

Forlin, Chris(2013). *Implementation of Inclusive Education in Asian Countries. Asian Journal of Inclusive education*.**Vol.No.2,19-31.** This paper emphasize on the changing global practice in the area of education and especially education of differently able students. All the developed and developing countries unanimously accept inclusive education is to only way to educate differently able children. Developing nations are doing something unique in the field of inclusive education. These require such acceptance that can be accepted not nationally but globally. This should reflect their special effort for making this successful. Clashing issues of giving value while keeping up more prominent responsibility are particularly trying for developing nations with their tremendous decent variety of

students, backing, access and alternatives. The effect on educators, the job of the head, contending instructive frameworks, and hesitance to move away from immovably entrenched pedagogy and curricula in instructional methods and educational programs significantly impact inclusion of children. Developing nations should initiate such model of inclusive education which should be according to the need of the future. They should to develop such methodologies which promote inclusive education in developing nations and open door for each and every students, including differently able students.

It is evident from the review of literature that there are so many studies conducted abroad regarding the reaction of school leaders and teachers, but most of them are in Elementary Education and Primary education. The same trend also shows in India and almost all studies conducted on Primary education and very few in secondary education. Specially in Delhi, from evolving concept of inclusive education (from 2021) there are no single studies conducted to find out the reaction of mainstream School Leaders, Teachers and Peers towards the inclusion of CWSN in Secondary School in Delhi. Present study shall be very significant for filling the gap in secondary education in Delhi. In this respect, this study seems very relevant in the present scenario.

Title of the study: ***"A Study of Reaction, towards Inclusion of CWSN, of School Leaders, Teachers and Peers of Secondary Schools".***

6. OBJECTIVES OF THE STUDY

1. To compare reaction of government and private school leaders towards inclusion of CWSN.

2. To study the influence of gender, types of school and their interaction on reaction of teachers towards inclusion of CWSN.

3. To study the influence of gender, teaching experience and their interaction on reaction of teachers towards inclusion of CWSN.

4. To study the influence of gender, subject and their interaction on reaction of teachers towards Inclusion of CWSN.

5. To study the influence of gender, types of school and their interaction on reaction of students towards inclusion of CWSN.

6. To study the influence of gender, class and their interaction on reaction of students towards inclusion of CWSN.

7. HYPOTHESES

The following Hypotheses were stated:

1. There is no significant difference between influences on reaction of government and private school leaders, towards inclusion of CWSN.

2. There is no significant difference between influences of gender, types of school and their interaction on reaction of teachers towards inclusion of CWSN.

3. There is no significant difference between influences of gender, teaching experience and their interaction on reaction of teachers towards inclusion of CWSN.

4. There is no significant difference between influences of gender, subject and their interaction on reaction of teachers towards inclusion of CWSN.

5. There is no significant difference between influences of gender, types of school and their interaction on reaction of students towards inclusion of CWSN.

6. There is no significant difference between influences of gender, class and their interaction on reaction of peers towards inclusion of CWSN.

8. RESEARCH METHODOLOGY

Descriptive survey method shall be used to collect data from a targeted group of people about their options. Different questionnaire were used to collect data from Teachers, School Leaders and Peers. Data shall be analyzed quantitatively.

9. TOOLS USED FOR THE STUDY

1. Questionnaire- The investigator was collected data from School Leaders and Peers through self-made scale constructed by investigator for both separately, after validating on 30 respondents. The scale consisted of the following dimensions viz. identification and the intervention of CWSN, awareness about causes of disabilities, assessment, training on inclusive education, support of allied professionals and resources, etc.

2. Questionnaire- ***Giles and Tanner*** (1995) was developed a questionnaire used to collect data from teachers measuring three domains-

(i) Effective strategies for meeting the needs of CWSN,

(ii) Changes in the inclusive education system in their state,

(iii) Inclusive education- Content of the questionnaire was changed according to the cultural and geographical variations and used as the test tool.

A pilot study was conducted on a small group of 30 sample subjects for making the content and language of the items clear, understandable and free from errors.

10. POPULATION AND SAMPLE

(i)Population

The population is defined as a small portion of the universe. The population for the present study comprised School leaders, Teachers, and Peers of differently able students working/studying in secondary schools in Delhi.

(ii) Sample

A small representative portion of the population is called a sample. It is drawn from the population to produce adequate precision and accuracy in results. The sample of this study was drawn from schools

located in Delhi. The sample strength is confined to 50 school leaders, 200 teachers and 300 peers of CWSN from secondary schools. The sample proposed to be drawn for the present study is illustrated in Figure 1.1.

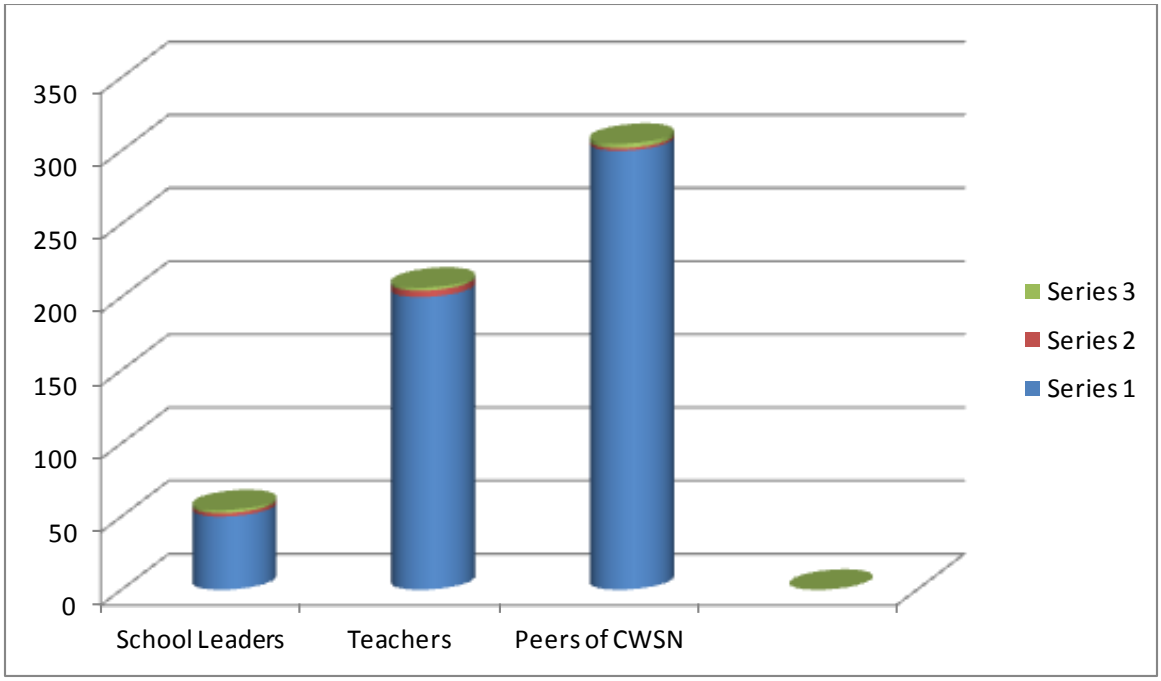

Figure 1.1: Distribution of the Sample for the Study

11. DATA COLLECTION AND ANALYSIS

SAMPLING TECHNIQUE

Due to the typical nature of sample, the investigator was selected Purposive Sampling Technique.

DATA COLLECTION

The data were collected after selecting the sample schools and subjects and finalizing the tools. The researcher had travelled to the target schools after finalizing the dates with the head of the school on a mutual consent basis. A good rapport was established with the School Leader, Teachers, and Peers of CWSN (Children with Special Needs) and assurance were given that their responses/data would be kept confidential and used for research purpose only.

ANALYSIS OF THE DATA

In the present study, appropriate statistical techniques shall be used to analyze the data, in the light of the objectives set forth for the investigation. The data shall be collected through questionnaire shall be analyzed both quantitatively and qualitatively both.

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"A Study of Reaction of School Leaders, Teachers and Peers towards Inclusion of Children with Special Needs in Secondary Schools"

Short Synopsis

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1. INTRODUCTION

The world has seen a drastic change in the education system in the past three decades. Education of differently able students starts from segregation to integration and finally inclusion. Inclusive education is not new for western countries but in India, it starts with Sarva Shiksha Abhiyan (SSA) in 2001. Integrated education in India starts with Integrated Education for Disabled Children (IEDC) in 1974. IEDC was centrally sponsored scheme. The purpose behind the scheme was to strengthen CWSN so that they could compete with their non-special need peers at all levels. The main focus was on retention and integration of CWSN in mainstream schools. But, due to lack of coordination among departments, lack of skilled human resources and awareness towards disabilities and non-availability of assistive devices, the program met a little success. A major change in the area of rehabilitation and education came with the formation of Rehabilitation Council of India (RCI) in 1992. The reason behind the foundation of this organization is to develop, standardize and manage training programs at different levels in the field of disability rehabilitation and education. Persons with Disability Act (PWD, Act) 1995 provided Equal Opportunity, Protection of Right and Full Participation to persons with disabilities. According to the Act, it is responsibility of government to provide free education till 18 years of age in an appropriate environment.

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